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ABSTRACT

The Ohio Council on Vocational Education (OCOVE) was created to strengthen the career, vocational, and technical education services provided for Ohioans as a practical, efficient, and sure way to enhance the competitiveness of individual workers and the state and national economy. Some of the accomplishments of OCOVE during its 27 years of operation include the following: (1) 174 persons served on the council, with private-sector representatives always outnumbering those from the public sector; (2) OCOVE conducted approximately 150 conferences throughout Ohio, averaging 5-6 per year; (3) OCOVE involved all of Ohio's 95 vocational education planning districts and the state's 23 two-year postsecondary institutions in its programs; (4) OCOVE issued 150 publications, many of which won awards; and (5) OCOVE made more than 180 recommendations to state authorities for the improvement of vocational and technical education in Ohio, and more than 80 percent of the recommendations were accepted and acted upon. (This report includes a summary of the conferences and presentations that occurred during 1995 and 1996, commendations and recommendations made during 1994-1996, and a marketing strategy for vocational education.) (KC)

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27 YEARS OF IMPACT

VOCATIONAL-TECHNICAL EDUCATION IN OHIO

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OCOVE
FINAL ANNUAL REPORT
UNDER FEDERAL LAW

OHIO COUNCIL ON VOCATIONAL EDUCATION

BEST COPY AVAILABLE

The office of the Ohio Council on
Vocational Education in Westerville, Ohio, was closed
at the end of June, 1996.

The Council's official records have been
transferred to the Ohio Department of Education,
Division of Vocational and Adult Education (DVAE),
65 S. Front Street, Columbus, Ohio 43215-4183.
Effective July 1, 1996, inquires about the Council
should be directed to DVAE.

Contents

OCOVE Office Closing ..... Inside Front Cover

Contents 1

Letter to the State Board of Education 2

Membership of the Ohio Council on Vocational Education 3

The Council's Mission Statement 4

27 Years of Impact! . . . Briefly Told 5

Reflections: 1969-1996

- Introduction 6
- A "People Story" 6
- Private-Sector Majority 6
- Mandates and a Mission 7
- An Active Agenda 7
- Research and Publications 7
- Linkages 8
- Impact? Yes! 9

SPECIAL SECTION: "MARKETING FOR SUCCESS" 10

- Evolution of OCOVE's 1995-96 Marketing Project 10
- Re-focusing the Project 11
- A Strategy for Successful Marketing 11

Program of the Ohio Council for Fiscal Years 1995 and 1996

- Regular Conferences 14
- On-Site Observation/Evaluation of Educational Programs 14
- Off-Site Review of Educational Programs 14
- Presentations Made at Council Conferences 14
- Participation of Members and Staff in Vocationally-Related Conferences 15
- Recognition of Outstanding Alumni 16
- Public Meeting - 1995 16
- Public Meeting - 1996 17
- Advisory Committee Awards 18

Statewide Planning

- State Plan for Vocational Education 20

The Council's 1995 and 1996 Commendations 21

The Council's 1995 Recommendations 22

The Council's 1996 Recommendations 25

APPENDIX - Ohio Department of Education Responses to the Council's 1994 Recommendations 27

OCOVE

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Columbus

Staff
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Executive Assistant
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Dr. Martin W. Essex
Executive Director Emeritus

June 30, 1996

The State Board of Education
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215-4183

Dear Ladies and Gentlemen:

The Ohio Council on Vocational Education (OCOVE) is pleased to submit herewith its twenty-sixth annual report, which documents the Council's activities during Fiscal Years 1995 and 1996, the fourth and fifth years of operation under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

This is OCOVE's final annual report under federal legislation dating back to the Vocational Amendments of 1968. This legislation required states to maintain private-sector-driven oversight bodies — known originally as State Advisory Councils for Vocational Education and later as State Councils on Vocational Education — in order to be eligible to receive federal assistance for vocational programs.

As you know, new legislation relieves states of this requirement. When it became no longer necessary to maintain an OCOVE office, our office was closed at the end of June.

OCOVE members are proud of the record achieved by the Ohio Council since its origin on May 14, 1969. That record is briefly recounted in the first section of this annual report. A special section is devoted to "Marketing for Success," an issue of continuing concern to OCOVE members.

As Council members, we look forward to having opportunities to be of further assistance to you and to the staff of the Ohio Department of Education.

Sincerely yours,

Patricia A. Tutoki
Chairperson, 1995

Ruth Montgomery
Chairperson, 1996

The Ohio Council on Vocational Education (FY 1995 & FY 1996*)

Rukhsana Akram (1995 & 1996)
Deputy Warden of Administration
Ross Correctional Institution
Chillicothe
Representing Needs of Limited English Proficient Students
Executive Committee - 1996

Carol L. Ball (1995 & 1996)
CEO, Ball Publishing Company
Greenville
Representing Small Business and Trade Associations
Executive Committee - 1995

Bonnie B. Barrett (1996)
Director, Miami Valley Tech Prep Consortium
Sinclair Community College
Dayton
Representing Needs of Women

Dr. Dan D. Garrison (1995 & 1996)
Director Emeritus, Agricultural Technical Institute
Ohio State University
Wooster
Representing Agriculture
Executive Committee - 1995 & 1996

Dr. Marsha K. Gathron (1995)
Associate Professor, Ohio University
Athens
Representing Needs of the Disadvantaged

William R. Geiler (1995)
Chairman of the Board, The Geiler Company
Cincinnati
Representing Industry

Dr. Robb J. Hauck (1995 & 1996)
Supervisor, Adult Services
Knox County Career Center
Mt. Vernon
Representing Career and Guidance Counseling
Executive Committee - 1995

Linda Holthaus (1995)
Personnel Systems Manager, Procter and Gamble
Cincinnati
Representing Industry and JTPA

Dr. Leonard D. Kingsley (1996)
Special Projects Coord., Wood County Commissioners
Bowling Green
Representing Business

Dr. Robert L. Lawson (1996)
Director, Continuing Education, Shawnee State University
Portsmouth
Representing Needs of the Disadvantaged

Cleo Lucas (1995 & 1996)
Director of Special Education, Canton City Schools
Representing Needs of Minorities

Kay B. Michael (1995 & 1996)
Director, Secondary and Adult Education
Gallia-Jackson-Vinton JVSD
Rio Grande
Representing Special Needs

Ruth Montgomery (1995 & 1996)
Executive Director, Construction Opportunity Center
Toledo
Representing Industry
Executive Committee - 1995 & 1996
Chairperson - 1996

Frank Ordway (1995 & 1996)
Apprentice Coordinator, GM-Powertrain Plant
Defiance
Representing Labor
Executive Committee - 1996

Dr. Jon E. Rockhold (1995)
Executive Director, Lima/Allen Chamber of Commerce
Representing Business

Roger J. Sustar (1996)
President, CEO, Fredon Corporation
Mentor
Representing Industry

Patricia A. Tutoki (1995 & 1996)
Director of Education, Ohio AFL-CIO
Columbus
Representing Labor
Executive Committee - 1995 & 1996
Chairperson - 1995

Staff

Dr. Joseph L. Davis, Executive Director

Chloe Worley Crawford, Executive Assistant

Carol A. Pemberton, Secretary

Dr. Martin W. Essex, Executive Director Emeritus

* Fiscal Year (FY) 1995 was July 1, 1994 - June 30, 1995.
Fiscal Year (FY) 1996 was July 1, 1995 - June 30, 1996.

Mission Statement of the Ohio Council on Vocational Education

Purpose:

To strengthen the career, vocational, and technical education services provided for Ohioans as a practical, efficient, and sure way to enhance the competitiveness of individual workers and the state and national economy.

Goals:

To discharge the responsibilities assigned to state councils by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in an effective, efficient, and sensitive manner.

To identify, interpret, and advocate the measures required to improve and expand career, vocational, and technical education so that people may secure or retain jobs, advance, and be self-sufficient.

To assure access to vocational/technical education by special populations (including women, the disadvantaged, the disabled, individuals with limited English proficiency, and minorities).

To encourage coordinated planning and cooperation between the various providers of vocational/technical education, especially secondary schools and postsecondary institutions.

To encourage the building of partnerships between educational officials and representatives of business, industry, labor, government, and human-services organizations.

To interpret continuously the positive contribution vocational/technical education is making to individuals and to the community, state, and nation.

Imperatives:

People must be made aware of the broad range of opportunities in the world of work — today and in the future.

Students must develop job-related skills and/or prepare for additional formal education.

Many adults must upgrade job-related skills or prepare for re-entry into the workforce.

Every person must master the time-honored basic skills and lessons of citizenship; acquire or refine the knowledge, attitudes and job-related skills demanded by the times; and learn how to analyze and solve problems.

Ohio and America must maintain a skilled and flexible workforce — one that is committed to productivity, performance, and profitability — in order to compete successfully in the rapidly changing global economy.

Vocational/technical education must play a vital role in helping individuals of all ages, the state, and the nation meet the Imperatives stated above.

27 Years of Impact! . . . Briefly Told

OCOVE celebrated its 27th birthday on May 14, 1996. During the 27 years of OCOVE's existence:

- 174 individuals served on the Council, with private-sector representatives always outnumbering those from the public sector. (Hence, OCOVE historically was a private-sector-driven entity.)
- The Council conducted approximately 150 conferences throughout Ohio, averaging from five to six per year.
- The Council involved all of Ohio's 95 vocational education planning districts (VEPDs) and the state's 23 two-year postsecondary institutions in its programs, either through on-site evaluations or off-site presentations.
- The Council issued 150 publications, a significant number of which won awards. Many of the publications were reports based on research projects, while others were updates of previously published material.
- The Council made more than 180 recommendations to State authorities for the improvement of vocational and technical education in Ohio, averaging nearly seven recommendations per year.

A natural question arises: Did the Council have any impact to show for all of this activity? A clue is provided by research projects sponsored by the Council to ascertain what happened to OCOVE recommendations made during two five-year periods.

In the first five-year study, researchers found that 83% of OCOVE's recommendations had been "accepted and acted upon with reasonable progress reported."

In the second such study, the same result was obtained for 82% of the recommendations.

These figures spell **I-M-P-A-C-T** of a most positive nature!

Reflections: 1969-1996

Introduction

May 14, 1969, is not recalled as a historic date. But it is a date of some significance in the history of vocational education in Ohio.

On that day, the newly established Ohio Advisory Council for Vocational Education (OACVE) elected its first set of officers and got down to business.

Created by the 1968 Amendments to the Vocational Education Act of 1963, the Advisory Council set about to advise the State Board of Education, evaluate Ohio's vocational education program, recommend changes, and publish an annual evaluation report.

Although a newcomer on the Ohio scene, OACVE was hardly a pioneer. "Vocational education in Ohio [had] had the benefit of advisory councils for many years, the first on an organized basis in 1946," according to OACVE's first annual report, published in July, 1970.

States had a compelling reason to establish highly structured advisory councils following enactment of the Vocational Amendments of 1968. That Act mandated that a state establish such a council if it wished to receive federal financial support for vocational education.

Records indicate that each year during its existence from May 14, 1969, until February 18, 1985, OACVE had from 22 to 24 members, all appointed by the State Board of Education.

The Carl D. Perkins Vocational Education Act of 1984 (Perkins I) changed OACVE's name to "Council on Vocational Education." The Perkins Act specified new responsibilities for the Council, and reduced the number of members to 13 individuals, with seven to represent the private sector of the American economy and six to represent the public sector.

A "People Story"

The story of the Ohio Council on Vocational Education — and the Advisory Council that preceded it — is a people story. It's a story about busy Ohioans with impressive credentials who answered the invitation of the State Board of Education to accept membership on the Council. It's a story of the activities they conducted when they met. In particular, it's a story of their recommendations for the improvement of vocational/technical education in Ohio and their remarkable success rate in getting the recommendations acted upon favorably.

Down through the years, 174 different individuals served on the Ohio Council and the old Advisory Council. They came from all walks of life in the Buckeye State, a fact well illustrated by the members of the first Advisory Council.

Included in its membership were the plant manager of a Chrysler factory, the director of the Ohio Congress of Parents and Teachers, the president of the Ohio AFL-CIO, the superintendent of a joint vocational school district, an executive of the Ohio Farm Bureau Federation, the president of a community college, and the director of the Urban League of Greater Cincinnati. The other 15 members of that Advisory Council had equally impressive positions — and so it has been as the years unfolded through Fiscal 1996.

During its 27-year life, the Council had four Executive Directors, as follows: the late Warren G. Weiler (1969-72), John J. Shannon (1972-77), Dr. Martin W. Essex (1977-85), and Dr. Joseph L. Davis (1985-96). Upon Dr. Essex's retirement, the Council conferred upon him the title Executive Director Emeritus. An individual closely identified with OCOVE's program between 1977 and 1996 was Executive Assistant Chloe Worley Crawford.

Private-Sector Majority

It was the intent of the U.S. Congress that State Councils be private-sector-driven entities. As noted previously, Perkins I specified that a majority of the members of the Council — seven — represent the private-sector, five of whom were to represent business, industry, trade organizations and agriculture, and two of whom were to represent labor organizations.

The remaining six Council members represented secondary and postsecondary vocational education institutions; career guidance and counseling organizations; individuals with special knowledge of the educational and career development needs of women, the disadvantaged, and individuals with disabilities; individuals with limited English proficiency; and minorities.

Mandates and a Mission

The Ohio Councils that sat between 1969 and 1996 drew their purpose from the mandates prescribed by the U.S. Congress. Under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II), for example, the general mandate handed the Council was to advise and consult with the Governor, the State Board of Education, the business community, and the general public on improving the preparation of Ohio's workforce.

As spelled out under Perkins II, the Council had a mandate to consult with the State Board of Education on development of the State Plan, state action in implementing the State Plan, policies to strengthen vocational education (with particular attention to programs for the disabled), private-sector involvement in the modernization of vocational education, establishment of program evaluative criteria, the involvement of business and labor in conducting programs, access of special populations to vocational education, and ways to create greater incentives for joint planning and collaboration between vocational education and the job training partnership system.

In addition, Congress made the Council responsible for analyzing and reporting on the availability of vocational education across the state, the distribution of funding (particularly between secondary and postsecondary programs), and education programs for the incarcerated.

Finally, the Council had a mandate to evaluate, at least once every two years the extent to which vocational education and employment and training programs in the state represented a consistent, integrated, and coordinated approach to meeting the economic needs of the state, the vocational education delivery systems that received funds under the Perkins Act and the Job Training Partnership Act (JTPA) in terms of their effectiveness in achieving the purposes of the two Acts, and the adequacy and effectiveness of the coordination between vocational education and JTPA.

One of the most significant mandates was for the Council to conduct a public meeting annually to afford an opportunity for individuals and organizations having an interest in vocational/technical education to speak for the record.

Not content to confine itself to the mandates promulgated by the U.S. Congress, OCOVE felt it could do more, which resulted in the adoption of a Council mission statement during Fiscal 1987. (A complete copy of the mission statement is published on page 4 of this annual report.)

A prime example of the Council's going above and beyond Congressional mandates was the marketing project it conducted during Fiscal 1996. The next section of this annual report describes this project and includes the marketing recommendations developed by the Council.

An Active Agenda

With static funding and a staff of only three, the Ohio Council on Vocational Education found it necessary to be resourceful in addressing its mission. A high premium was placed on organization, communication, and activities that had multiple pay-offs.

In recent years, the Council met five times annually. The typical OCOVE conference included the following features: at least one off-site and one on-site presentation by vocational/technical personnel; at least one tour of vocational/technical facilities; recognition of an outstanding alumnus from each school/postsecondary institution involved in the conference agenda; a business session; and additional presentations by educators, government officials, and business/labor leaders to help the Council keep abreast of significant developments in vocational/technical education, workforce training needs, etc.

For evidence that this format proved out in practice, please turn to pages 14-19, inclusive, for a report on the activities of the Ohio Council during the past two years.

Research and Publications

During most of its existence, the Ohio Council — and the Advisory Council that preceded it — commissioned an average of three research studies each year. The range of subjects studied is well illustrated by this list of selected titles of research reports:

"An Evaluation of the Ohio Career Development Program" (1973)

"Perceptions of Vocational Education in Ohio by Employers" (1974)

"Vocational Education Equipment" (1977)

"Analysis of Services Provided for Handicapped Students Enrolled in Vocational Education in Ohio" (1979)

"Participation of Students in Vocational Education in Ohio by Sex and Race" (1981)

"Vocational Education in Correctional Institutions in Ohio" (1983)

"State-of-the-Art Uses of Computers in Vocational Education in Ohio" (1984)

"The Contribution of Vocational Student Organizations in the Development of Leadership Skills" (1985)

"Statistical Process Control: Impact and Opportunities for Ohio" (1986)

"Strengthening Academics in Vocational-Technical Education in Ohio" (1987)

"Handbook on Mainstreaming Handicapped Students in Vocational Education" (1987)

"Teaching Higher Order Thinking Skills: Implications for Vocational-Technical Education" (1988)

"Handbook on Marketing Vocational Education" (1989)

"Developing the Work Ethic Through Vocational-Technical Education" (1990)

"Gathering Momentum! Transition from School-to-Work" (1995)

On the average, two Council meetings were held in Columbus each year. The rest were scheduled at widely scattered locations in the state to give OCOVE members an opportunity to tune in on the real world of vocational/technical education from lake to river and from border to border. One of the Columbus meetings was the annual public meeting required by law.

Council meetings, the annual public hearing, and the research studies all generated valuable information for OCOVE to use annually in compiling recommendations for the improvement of vocational/technical education in Ohio.

Other activities sponsored by the Council in pursuit of its mission included the publication of brochures to stimulate interest in vocational/technical education, promote understanding of current vocational/technical programs, and stimulate enrollment in vocational/technical courses; the provision of in-service programs for vocational/technical educators; and the sponsorship of an awards competition for vocational/technical advisory committees, in recognition of the vital contribution made to vocational/technical education by the private sector.

For an illustration of the kind of recommendations OCOVE compiled, please turn to pages 22-29, inclusive. Information about the awards program for vocational/technical committees appears on pages 18 and 19.

Linkages

With an annual budget that ranged from $90,000 to $225,000 down through the years, the Ohio Council on Vocational Education compensated for its limited resources by actively cultivating good working relationships with a variety of entities. In other words, OCOVE got a lot of help from its friends.

OCOVE developed a special relationship with Columbus State Community College (CSCC), the Ohio Department of Education (ODE), the Ohio School Boards Association (OSBA), and the Ohio Vocational Association (OVA).

- CSCC served as OCOVE's fiscal agent, as required by law. In this capacity, CSCC received all monies granted OCOVE and prepared all of OCOVE's checks, based on vouchers prepared by the Council's staff every two weeks.

- Since the State Board of Education was the appointing authority for OCOVE members, it naturally follows that the Council's staff and the State Board's staff, who serve in the Ohio Department of Education, maintained continuous communications. State Department personnel provided much of the statistical information included in OCOVE's annual reports.

- OSBA was OCOVE's landlord. The building housing OCOVE's office suite was located next door to OSBA's headquarters. Also, OCOVE and OSBA jointly sponsored an annual inservice program for Ohio's vocational educators and school board members.

- OVA and the Ohio Department of Education, co-sponsors of the annual All Ohio Vocational Education Conference, set aside a meal function for OCOVE to sponsor at the conference each year. OCOVE customarily engaged a prominent speaker for this occasion and gave special recognition to award winners in the Council's annual competition for vocational/technical education advisory committees.

OCOVE had many more contacts with the four entities mentioned above. Only the distinctive relationships have been listed.

Other entities with which OCOVE enjoyed a close relationship included:

- The Ohio Board of Regents (OBR), which administers postsecondary education in Ohio;
- The Governor's Human Resources Investment Council (GHRIC), which wages an aggressive program to see that Ohio workers are prepared to meet the challenges of a high performance workplace;
- The Ohio Bureau of Employment Services (OBES), which provides up-to-date information on economic trends and workforce developments in the state;
- The Ohio Association of Joint Vocational School Superintendents (OAJVSS);
- The Ohio Vocational Directors Association (OVDA);
- The National Association of State Councils on Vocational Education (NASCOVE);
- The Central Region States of NASCOVE, including Ohio;
- The American Association of Community Colleges (AACC); and
- The Ambassadors for Vocational/Technical Education, the most exclusive group of all, since membership was restricted to former OCOVE members!

Many more individuals, organizations, etc., could be added to this list. But those named surely illustrate OCOVE's dependence on good relationships with a variety of entries.

Impact? Yes!

Selecting "27 Years of Impact" as the title for the final annual report of the Ohio Council on Vocational Education, as it was constituted from 1969 to 1996, came easily.

Of all the Congressional mandates resting on the shoulders of the Council — and the Advisory Council that preceded it — two afforded the greatest opportunity for Council members to have impact: (1) participation in the development of the "State Plan for the Administration of Vocational Education in Ohio," and (2) the drafting of recommendations for the consideration of the State Board of Education and other government officials and agencies. (As noted previously, Council members drafted more than 180 recommendations designed to improve vocational/technical education in Ohio.)

As evidence of the continuous involvement of Council members and the Council's staff in the development of Ohio's state plan for 1996 to 1998, please turn to page 20.

The involvement process began on March 29, 1995, and culminated 13 months later when a Council member testified to OCOVE's approval of the proposed state plan at a public hearing of the State Board of Education.

Twice during the 1980s, the Ohio Council conducted research to determine what had happened to the recommendations submitted to the State Board of Education and other public officials.

The first such research effort produced this information for the Council's 1983 annual report:

> The 36 recommendations made by the Council . . . for the five-year period, 1978-1982, were analyzed by the . . . Council staff. Thirty or 83% of the recommendations were accepted and acted upon with reasonable progress reported. Only one recommendation was not accepted or positive action taken.

The second such research project covered the five-year period ending in 1986. Of the 33 recommendations made by the Council, 82% were accepted and acted upon with reasonable progress reported. Again, only one recommendation was not accepted or positive action taken.

During the past 10 years, the Council's staff carefully reviewed the annual report of State Department of Education personnel on the disposition of recommendations made the previous year by the Council. Taken collectively, these reports substantiate the staff's opinion that OCOVE recommendations continued to be accepted and acted upon at the 80% level, or better.

For an illustration of the type of response provided by State Department personnel to each OCOVE recommendation please turn to the Appendix, beginning on page 27.

Many other examples could be cited of the positive impact Council members had on vocational/technical education in Ohio between 1969 and 1996. The two chosen for portrayal here — the Council's heavy involvement in development of the state plan and the actions taken on OCOVE's recommendations — should be sufficient to document the fact that Council members produced a positive impact on vocational/technical education in Ohio over the 27-year period that began on May 14, 1969.

MARKETING SPECIAL SECTION FOR SUCCESS

In August, 1995, members of the Ohio Council on Vocational Education (OCOVE) assembled in Columbus for their first meeting of the 1995-96 year. After attending to routine business, they turned their attention to a concern about the marketing of vocational education throughout the state of Ohio.

Their concern was well placed. While conducting on-site evaluations of vocational programs in Ohio's secondary schools, Council members often observed the under-utilization of many superb classrooms, well equipped laboratories, and truly outstanding teachers. That these observations were troubling to Council members should come as no surprise.

Item: While workforce projections indicate that 75 percent of the jobs in the year 2000 will require no more than a high school diploma or associate degree, only 30 percent of the students in Ohio's secondary schools continue to enroll in job-specific vocational programs.

Item: Although it is generally acknowledged that not all students learn the same way, too many of Ohio's secondary school classrooms continue to favor a passive learning environment over first-hand experience and concrete instructional materials, the trade mark of vocational education.

Item: While employers, organized labor, community leaders, and the media continue to point to an unacceptably high dropout rate, the campaign against dropouts has yielded little progress since the mid-'70s, leaving approximately one-fourth of Ohio's teenagers ill-equipped for employment and participation in the economic mainstream.

Item: Although a growing chorus of voices was calling for the development of a seamless secondary school program, such programs in most Ohio school districts continue to be segmented into three strands: college prep, vocational, and general education.

In addition to the items cited previously, Council members have grown weary of the outdated and unwarranted perception of vocational education exhibited by many parents, students, elected officials, and key school personnel.

When all of these factors are taken into account, it is easy to understand why OCOVE members had concluded by the beginning of the 1995-96 year that the time had come for them to give concerted attention to the statewide marketing of vocational education.

The 1995-96 marketing project was to be OCOVE's fourth major initiative in this critical area in eight years. Initially, the Council that sat during 1987-88 adopted a position paper on marketing in February, 1988, after extensive deliberations. A year later, OCOVE published a "Handbook on Marketing Vocational Education." (This 29-page treasure trove of ideas was an instant hit, and the inventory was reduced to a file copy very quickly.) During 1989-90, the Council served as the catalyst for a statewide marketing effort that emphasized collaboration between organizations having a special interest in vocational education. That effort came to naught, however, as priorities shifted to other concerns.

This record of previous activity served as a backdrop for the Ohio Council on Vocational Education as it mounted its newest marketing venture in August, 1995. The goal of the new effort would be "Marketing for Success."

Evolution of OCOVE's 1995-96 Marketing Project

OCOVE's new marketing project was launched in Columbus on August 15, 1995, with a series of discussion sessions ably facilitated by Marty Katterheinrich, of GM Powertrain, Defiance, Ohio.

During the next 10 weeks, the material captured on large charts by Mr. Katterheinrich was refined, expanded, and reorganized through an exchange of written communications between Council members and the OCOVE staff.

Further refinements were accomplished through discussion and committee work at the Council's conference at Perrysburg, Ohio, on November 1, 1995.

Early in 1996, the OCOVE staff surveyed the state's 95 vocational education planning districts (VEPDs) to obtain samples of marketing materials being used at the community level throughout the state and to solicit suggestions regarding the provisions of a statewide marketing strategy.

Council members engaged the OCOVE staff in further discussion about the marketing project at the Council's late-winter conference at Marion, Ohio, on February 22, 1996. During this discussion session, the Council's Executive Director concluded that sufficient direction had been provided for him to prepare a draft of a marketing strategy for the Council's consideration. Such a draft was prepared prior to OCOVE's spring conference in Columbus on April 29-30, 1996. Council members shared their critique of the strategy draft in a work session on the afternoon of April 29.

Further refinements, based on additional suggestions and criticism of Council members, were made in the strategy draft prior to OCOVE's final conference in Columbus on June 19, 1996. With the Council's office scheduled to close soon thereafter, "Marketing for Success" was included as a special section in OCOVE's annual report and transmitted to the State Board of Education, the Internal Task Force of the Ohio Department of Education, the Ohio General Assembly, and the Governor.

Re-focusing the Project

Until OCOVE's late-winter meeting in February, 1996, the Council had been pursuing a course destined to produce a conventional marketing strategy; that is, one that would involve three basic components: (1) target audiences to be reached; (2) priority topics to be emphasized; and (3) media of communication to be employed.

At the February conference, Council members were assured that Ohio's vocational educators were well aware of the target audiences to be reached as well as the communication media to be used in conveying the message. Follow-up analysis of the responses received in OCOVE's marketing survey verified that such assurances were well placed. In fact, samples of a variety of media submitted with survey response forms — including publications, videotapes, newsletters, and news releases — revealed an encouraging sophistication in the use of such media.

By the time of OCOVE's spring conference on April 29-30, 1996, attention had shifted to the third basic component of a conventional marketing strategy: priority topics to be emphasized in future marketing initiatives.

Fortunately, an ample supply of fresh topics exists for Ohio's public-school educators to emphasize in a re-vitalized marketing strategy, thanks to legislation enacted by the U.S. Congress and Ohio General Assembly, initiatives taken by the Ohio Board of Education, and activities pursued by the Ohio Department of Education during the 1990s.

An even brighter marketing picture would require a seamless secondary program for preparing students for employment and lifelong learning. Where secondary-school programs are segmented into three strands — college-prep, vocational, and general education — marketing will continue to be a challenge.

A Strategy for Successful Marketing

Members of the Ohio Council on Vocational Education commend educators throughout Ohio for their relentless efforts to reach target audiences through a variety of communication media. The Council's recommendations are not intended to replace or diminish such efforts, but rather to re-vitalize marketing activities already in place. This was the thinking that guided OCOVE in preparing the following recommendations, which constitute a strategy for success:

Recommendation 1

Quietly retire the term "vocational education." It may have served well in the past, but upgraded job-training programs, featuring an infusion of academic content, bear little resemblance to what once was called "vocational education." The term has become an anachro-

nism. A strong tide has been running in the direction of new terminology throughout the 1990's.

Example: The U.S. Congress added "Applied Technology Education" to the title of the Perkins Act in 1990.

Example: To succeed the Perkins Act, the U.S. House of Representatives passed a "CAREERS ACT" on September 19, 1995, and the U.S. Senate passed a "Workforce Development Act" three weeks later. (CAREERS is an acronym for "The Consolidated and Reformed Education, Employment and Rehabilitation Act.") Note the absence of the term "vocational" from the title of each of these legislative acts.

Example: Several Ohio joint vocational school districts have changed their names, dropping "vocational" and adding terms like "technology center" and "career center" to their names. (Another term gaining ascendancy is "workforce development.")

Example: The American Vocational Association has been exploring a name change for several years. Effective in September, 1996, the Association will change the name of its "flagship" publication from "Vocational Education Journal" to "**TECH**NIQUES."

Merely changing terminology will hardly produce the results desired; a systemic change is needed. In many communities, nothing less than a cultural change will suffice — where secondary education is concerned. Barriers that exist between skill development and academic instruction must be breeched. The separation between "vocational" and "college-prep" programs that evolved following World War II must end.

Recommendation 2

Emphasize that students are being prepared for higher education, employment, and lifelong learning. This means that after high school they are expected to continue — or resume — their education in community colleges, technical institutes, colleges and universities, registered apprenticeships, etc.

Recommendation 3

Give increasingly greater emphasis to the following topics in communicating information about educational programs designed to prepare students for higher education, employment, and lifelong learning:

Academics
Emphasize the importance of academics in all subjects and at all levels of education — a point being stressed in Ohio's "Forum 2000 Project." (The most recent "Gallup Poll of the Public's Attitude Toward the Public School," indicated that 98% of the parents want a college education for their children. Parents can hardly be expected to look with favor upon subjects and programs that have skimpy academic content.)

Tech Prep
As defined by the Ohio School-to-Work Office, Tech Prep is "a combined secondary and postsecondary program which (1) leads to an associate degree or two-year certificate; (2) provides technical preparation in high tech careers; (3) builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; and (4) leads to placement in employment." (Existing Tech Prep consortia provide excellent channels for marketing the school program.)

School-to-Work System
As defined by the Ohio School-to-Work Office, this is "a system that helps young people progress smoothly from school to work by making connections between their education and their career. The system is a cooperative effort of elementary and secondary education, vocational-technical education, and higher education to engage all youth in the lifelong acquisition of knowledge, skills, and attitudes necessary to pursue meaningful, challenging, and productive career pathways into high-skill, high-wage jobs." (Regional alliances being formed to ensure the involvement of interested stakeholders in Ohio's School-to-Work System offer additional channels for marketing the school program.)

Career Education
As defined by the Ohio School-to-Work Office, "The career-education process" consists of three components: career awareness in Kindergarten through Grade 5; career exploration and planning in Grades 6-8; and career preparation in Grades 9-12.

Other Initiatives
Sponsored by the Governor and/or the Ohio General Assembly and developed by the Ohio Department of Education, these initiatives include:

- OCAPs (Ohio Competency Analysis Profile);
- Career Clusters;
- Individual Career Paths;
- Portfolios;
- Credentialing;
- Career Passports;
- Ohio Career Information System;
- Adult Full-Service Centers;
- One-Stop Career Centers;
- Ohio JobNet; and
- School Net.

Recommendation 4

Capitalize on the following advice provided by educators in response to OCOVE's 1996 marketing survey:

- Produce a variety of marketing products so that appropriate materials and subject matter can be made available to each target audience.
- Build a community support base for the school's program and services.
- Cultivate parental input for the marketing program. ("Mom is still the #1 person listened to for career choices.")
- Reach students through marketing efforts as early as possible. (Start with Career Education — as defined in the fourth point under Recommendation 3 — in the elementary grades.)
- Communicate as much of the school's message as possible through human interest stories about successful students and alumni, including testimony from students who achieved success after first having been told not to take vocational education.
- Maintain access to professional marketing advice continuously and use professional marketing services as fully as resources permit.
- Supplement professional marketing advice and services as fully as possible through donations of such advice and services from the private sector and community-based organizations. (A good example is the information packet produced by the Graphic Communications Education Recruitment Committee of the Printing Industry of Ohio; 88 Dorchester Square; P.O. Box 819; Westerville, OH 43081.)
- Move from a marketing-driven focus to a customer-driven focus.
- Encourage business, industry, labor, and community leaders — especially those who are members of Tech Prep consortia or School-to-Work regional alliances — to buy into the school's program, so that they might become knowledgable spokespersons for the program. Their pronouncements in support of the school and/or its programs will have an invaluable ring of authenticity.
- Strive continuously to encourage parents, employers, community leaders, etc., to view the school in operation. They will see that learning is taking place in an orderly atmosphere!
- Market academic and career education as a whole to produce more effective results.

Recommendation 5

Evaluate the overall marketing program and its component parts rigorously for the purpose of generating information that can be useful in improving the program.

Recommendation 6

Assign responsibility to the Ohio Department of Education's Internal Task Force for monitoring initiatives undertaken in response to the recommendations presented herein.

Recommendation 7

Develop an external task force for each school, consisting of parents, educators, administrators, business, industry, and labor members to evaluate marketing initiatives at least twice a year and submit their report to the community newspaper for publication. This will develop linkage, awareness, ownership, and an accountability mechanism.

Program of the Ohio Council for Fiscal Years 1995 and 1996

Regular Conferences

The Council scheduled ten conferences during Fiscal Years 1995 and 1996. Four conferences were held outside of the Columbus area to provide an opportunity for members to observe and evaluate vocational/technical education programs in action. The conferences in Columbus in August were scheduled to coincide with the All Ohio Vocational Education Conference, co-sponsored by the Ohio Division of Vocational and Adult Education and the Ohio Vocational Association. The two-year calendar included conferences at the following locations:

August 15-16, 1994	Columbus Convention Center Concurrent with All Ohio Vocational Education Conference
October 26-27, 1994	Holiday Inn Cincinnati I-275 (Blue Ash)
February 22-23, 1995	Ramada Inn Columbus South Grove City
May 1-2, 1995	Radisson Hotel Columbus North OCOVE/OSBA Seminar and Public Meeting - May 2
June 14-15, 1995	Holiday Inn Boardman (Youngstown)
August 14-15, 1995	Columbus Convention Center Concurrent with All Ohio Vocational Education Conference
November 1-2, 1995	Holiday Inn Perrysburg
February 21-22, 1996	Fairfield Inn Marion
April 29-30, 1996	Radisson Hotel Columbus North OCOVE/OSBA Seminar and Public Meeting - April 30
June 19, 1996	Embassy Suites Columbus

On-Site Observation/Evaluation of Educational Programs

The Ohio Council made several on-site evaluations each year. During Fiscal Years 1995 and 1996, Council members examined educational facilities, observed classes in session, and had an opportunity to interview students and teachers in each of the schools and colleges visited. A review of the program, including trends, problems, and successes, was presented by selected administrators and staff. The Council members, led by a preappointed panel, engaged in dialogue with presenters. Observation/evaluation sessions were conducted at the following locations:

Great Oaks Institute of Technology and Career Development (Technology Center)

Marion Correctional Institution

Paul Hayes Technical Center (South-Western City Schools)

Penta County JVSD

Off-Site Review of Educational Programs

Off-site evaluations featured presentations by administrators and others on topics suggested by the Council staff. Follow-up discussions employed the procedure used in the on-site visitations. Programs were reviewed for the following schools and postsecondary institutions:

Central Ohio Technical College
Choffin Career Center, Youngstown City Schools
Cincinnati Public Schools
Diamond Oaks Career Development Center
Miami Valley Career Technical Center
Northwest Local Schools (Hamilton County)
Owens State Community College
Sinclair Community College
Toledo City Schools

Presentations Made at Council Conferences

In addition to the presentations made by administrators and staff members in the various schools whose programs were reviewed by the Council, other presentations were made by:

Bonnie Barrett, Tech Prep Coordinator, Sinclair Community College. *"Tech Prep at the Crossroads"*

Evelyn Bissonnette, Director, Job Training Partnership of Ohio, Ohio Bureau of Employment Services. *"Serving Ohio: JTPA's Promise and Performance"*

Dr. Harold L. Carr, President & CEO, Great Oaks Institute of Technology and Career Development. *"Tomorrow's Technology Conference Center TODAY"*

Senator Linda Furney, 11th Ohio Senatorial District. *"Legislative Support and Expectations for Increasing Rigor and Relevance: A History and Future Directions"*

Dr. Carol Gellner, Assistant Superintendent of Miami Valley Career Tech Center. *"Tech Prep at the Crossroads"*

Dr. John M. Goff, Superintendent, Public Instruction, Ohio Department of Education. *"Education's Role in Ohio's Employment and Training Restructuring"*

Dr. Gene Harris, Assistant Superintendent of Public Instruction, Ohio Department of Education. *"Ohio's Vision for Public Education: Vocational Education's Role"*

Alice Karen Hite, Executive Director, Ohio Vocational Association. *"Capitol Hill, Capitol Square and Your Schools"*

Bill Holden, Instructor, Greene County Career Center. *"Tech Prep at the Crossroads"*

Dr. Joanna Kister, Director, Division of Vocational and Adult Education, Ohio Departmentof Education. *"Charting the Course for Vocational and Adult Education in Ohio"*

Dr. Rosalee Kramer, Dean, Academic Affairs, Central Ohio Technical College, Newark, Ohio. *"Serving Ohio: The Promise and Performance of Community and Technical Colleges"*

Dr. Curtis Lewis, Civil Rights Compliance Coordinator, Division of Vocational & Career Education, Ohio Department of Education. *"Aggressive Marketing, the Key to Capturing Vocational Education's Market Share of the Secondary Student Population"*

Dr. Darrell Parks, Director, Division of Vocational and Adult Education, Ohio Department of Education. *"Serving Ohio: Vocational Education's Promise and Performance"*

Robert Race, Director of Vocational Education, Correctional Training Academy, Marion Correctional Institution. *"Overview of Vocational Programs for Ohio's Incarcerated Population"*

Shirley Rogers, Warden, Marion Correctional Institution. *"Overview of Vocational Programs at Marion Correctional Institution"*

Dr. Peggy Siegel, Vice President for Business/Education Projects, National Alliance of Business, Washington D.C. *"Special Challenges Shared by Business and Education"*

Dr. Joyce Winterton, President, Winterton Associates, Reston, VA, and former Executive Director, National Council on Vocational Education. *"A National Perspective on Vocational Education"*

Participation of Members and Staff in Vocationally-Related Conferences

To obtain inservice training, broaden their perspective, and maintain up-to-date professional networks, Council members and staff participated in the activities of the following organizations:

American Vocational Association

Center on Education and Training for Employment

Educational Office Professionals of Ohio

Governor's Human Resources Investment Council

National Association of State Councils on Vocational Education

National School Public Relations Association/Ohio

Ohio Association of Joint Vocational School Superintendents

Ohio Chamber of Commerce

Ohio Department of Education

Ohio Division of Vocational and Career Education

Ohio Public Expenditures Council

Ohio School Boards Association

Ohio Small Business Council

Ohio Society of Association Executives

Ohio State University

Ohio Vocational Association

Tech Prep Conference, Columbus

U.S. Chamber of Commerce

U.S. Department of Education, Office of Vocational and Adult Education

U.S. Department of Labor

Recognition of Outstanding Alumni

OCOVE has continued its practice of recognizing outstanding alumni during on-site evaluations and off-site reviews of vocational/technical programs. The following persons, by school, were recognized at the OCOVE conferences during Fiscal Years 1995 and 1996:

Choffin Career Center: **Paula Oliver**, dental assistant and dental assisting instructor at Choffin Career Center since 1990.

Robert Posey, automotive safety excellence master technician and auto mechanics instructor at Choffin Career Center for 22 years.

Mary C. Williams, CST (certified surgical technologist) at the Western Reserve Care Center - South Unit.

Cincinnati Public Schools: **Frederick M. Fegan**, elementary school teacher at South Avondale Elementary.

Diamond Oaks Career Center: **Sandra Medlock**, commercial art instructor, Diamond Oaks.

Laurel Oaks Career Center: **Ken Worley**, member of the Board of Education for Leesburg, representative to Great Oaks Board of Directors, and owner of oil business.

Live Oaks Career Center: **Karla Smith**, certified master groomer and sales representative for pet-supply manufacturers.

Northwest Local Schools: **Lisa Huber**, CPA, currently employed by Arthur Andersen Accounting, a "Big Six" firm.

Owens State Community College: **Joan Hunt**, Physical Therapy Assistant, currently working at Progressive Rehab Group, Sylvania, OH.

Paul Hayes Technical Center: **Rebecca S. Parrett**, co-founder and vice chairman of National Century Financial Enterprises, a medical accounts receivable finance company.

Penta County JVSD: **Jim Kasch**, President/Owner MRPS Copy Systems, Toledo, OH.

Scarlet Oaks Career Center: **Cory Dewberry**, owner/operator of Creative Colors International, a decorating business.

Toledo City Schools: **Mary Kaiser**, Vice President of Engineering-Owens Corning, Granville, OH.

Public Meeting - 1995

The Council's Annual Public Meeting was held at the Radisson Hotel-Columbus North, on May 2, 1995, with Patricia A. Tutoki, Council Chairperson, presiding. The following persons provided testimony at the public meeting, addressing the topics listed:

Thomas N. Applegate, Associate Director of Business, Industry, Labor, and Agency Coordination, Division of Vocational and Adult Education, Ohio Department of Education. *"How Business, Industry, and Labor Can Become More Fully Involved in Improving Vocational Education."*

Robert L. Brandt, Superintendent, Vantage JVS. *"It Pays to Be Nice."*

Leonard A. Carlson, Chairman, Ohio Chamber of Commerce Education Committee, Ohio Chamber of Commerce. *"An Assessment of the Current Vocational Education Scene in Ohio."*

Larry J. Graser, Superintendent, Vanguard-Sentinel JVSD/ Chairperson, Legislative Committee of Ohio Association of Joint Vocational School Superintendents. *"A Legislative Program for Vocational Education in Ohio."*

Alice Karen Hite, Executive Director, Ohio Vocational Association. *"Leadership for the Future."*

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Julianne Kreca, Retired Teacher, Middle School, North Jackson, Ohio. *"Utilizing Vocational Facilities for Gifted Programs."*

Jack L. Lentz, Supervisor, Tech Prep, Division of Vocational and Adult Education, Ohio Department of Education. *"Status of Tech Prep in Ohio."*

Ann Peiffer, 12th Grade Medical-Careers Student at Vanguard-Sentinel JVSD and 1994-95 State Vice President for the Vocational Industrial Clubs of America (VICA) Association. *"How VICA Changed My Life!"*

A. Alan Penn, Vocational Director, West Shore Vocational District, Lakewood City Schools. *"Network - Successful Non-Traditional Program for Females - A Local District Perspective."*

Dr. G. James Pinchak, Associate Director of Planning and Administration Services, Division of Vocational and Adult Education, Ohio Department of Education. *"Ohio's Modernization Action Plan: Next Steps."*

Dr. Theodore P. Shannon, Ph.D., Director, Education Services, Associated Employers of Central Ohio. *"Contemporary Observations About Vocational Education (From Both Sides of the Fence)."*

Tammy Simoneau, Vice President, Ohio Chamber of Commerce and Executive Director, Ohio Small Business Council. *"Business Needs and Suggestions for the Improvement of Vocational Education."*

Larry H. Weber, President, Ohio Vocational Association/ Postsecondary Adult Vocational Educators (OVA/PAVE). *"The Role and Value of Adult Vocational Education in Ohio."*

Public Meeting - 1996

The Council's Annual Public Meeting for 1996 was held at the Radisson Hotel-Columbus North, on April 30, 1996, with Ruth Montgomery, Council Chairperson, presiding. The following persons provided testimony at the public meeting, addressing the topics listed:

Thomas N. Applegate, Associate Director of Business, Industry, Labor, and Agency Coordination, Division of Vocational and Adult Education, Ohio Department of Education. *"Update on Vocational and Adult Education in Ohio."*

Alice Karen Hite, Executive Director, Ohio Vocational Association. *"Looking to the Future."*

Dr. Thomas R. Snyder, Director of Adult Education, Pickaway-Ross JVS and Representative for Postsecondary Adult Vocational Educators (PAVE). *"Adult Vocational Education."*

William Deffenbaugh, Executive Director of Economic and Workforce Development, Owens Community College, and Representative for the Ohio Association of Community Colleges (OACC). *"Workforce Development and the Ohio Community College."*

Matthew Hughes, Supervisor of Field Services and VEPD Liaison, Division of Vocational and Adult Education, Ohio Department of Education. *"Update on the Forum 2000 Project."*

Cathy Burner, Teacher, Westerville South High School. *"Models for Success: OWA and OWE."*

Richard Brill, President, Ohio Vocational Agriculture Teachers' Association and Teacher at Canal Winchester High School. *"The Importance of Extended Programming for Vocational Education."*

At each Public Meeting, a complete, verbatim transcript of the testimony was compiled by a certified public stenotypist.

Advisory Committee Awards

In the belief that service on a vocational advisory committee offers one of the best opportunities for representatives of business, industry, labor, and the professions to contribute to the modernization of vocational education programs, the Council recognized the following advisory committees for their activities during FY 95. The awards were presented during the All Ohio Vocational Education Conference on August 15, 1995.

Awards of Distinction

Colerain Career Center	Diesel & Truck Mechanics
Great Oaks Institute of Technology & Career Development	Employment Resources
Licking County JVS	Pre-Employment Training
Miami Valley Tech Prep Consortium	Industrial Engineering Technology
Scarlet Oaks Career Center	Ford ASSET
West Shore — which includes Bay Village, Lakewood, Rocky River & Westlake	Special Education

Awards of Special Commendation

Diamond Oaks JVS	Carpentry Computer Systems Operations Cosmetology
Great Oaks Institute of Technology & Career Development	Career Development
Laurel Oaks JVS	Restaurant Operations
Live Oaks Career Center	Cosmetology Computerized Office Training
Maplewood JVS	Printing Trades
Scarlet Oaks Career Center	Commercial Art Craft Heating, Ventilation & Air Conditioning
Springfield-Clark JVS	Chef & Restaurant Training
Washington Local Schools	Career Program

Awards of Merit

Diamond Oaks Career Center	Child Learning Commercial Art/ Occupational Craft Welding
Live Oaks Career Center	Floral/Landscape Science
Pioneer JVS	Special Needs
Tri-Rivers Tech Prep	Business/Computer Technologies
Wayne County Career Center	Drafting

The following advisory committees were scheduled to receive awards at the All Ohio Vocational Education Conference on August 13, 1996, for activities conducted during FY 96:

Awards of Distinction

Canton City Schools	Emergency Medical Training
Diamond Oaks Career Development Campus	Carpentry
Scarlet Oaks Career Development Center	Dental Assisting Ford ASSET
Scioto County JVSD	VEPD Plan Evaluation

Awards of Special Commendation

Diamond Oaks Career Development Campus	Business Technologies Commercial Art/ Occupational Craft
Great Oaks Institute of Technology & Career Development	Great Oaks Council on Vocational Education
Live Oaks Career Development Campus	Cosmetology Floral/Landscape Science
Miami Valley Career Technology Center	Heat & Air Conditioning
Scarlet Oaks	Cosmetology
Springfield-Clark JVSD	Industrial Technology
Stark County JVSD/R.G. Drage Career Center	Welding & Metal Fabrication

Awards of Merit

Aiken High School/ Cincinnati Public Schools	Career Paths
Auburn Career Center	GRADS Machining Technology
Delaware JVSD	Landscape
Diamond Oaks Career Campus	Cosmetology Development
East Technical High School/Cleveland Public Schools	Agri-Business
Live Oaks Career Development Campus	Adult Heating & Air Conditioning Animal Science & Management Child Learning Restaurant Operations
Miami Valley Career Center	Floriculture Technology
Ohio Hi-Point JVSD	Siemens/Ohio Hi-Point School-to-Work Opportunities System
Owens Community College	Nurse Assistant Recognition Day
Pioneer Career & Technology Center	Medical Office/Medical Transcription
Queen City Adult Vocational Center/ Cincinnati Public Schools	Transitions
Scarlet Oaks Career Development Campus	Law Enforcement
Springfield-Clark JVSD	Printing Technologies
Vantage Vocational School	Manufacturing Engineering Technology - Tech Prep
West Shore Vocational District — which includes Bay Village, Lakewood, Rocky River & Westlake	Special Education
Whitmer Career & Technology Center/ Washington Local Schools	Heating, Ventilation, Air Conditioning/Refrigeration

Statewide Planning

State Plan for Vocational Education

The Ohio Council on Vocational Education was actively involved in the development of the State Plan for the Administration of Vocational Education in Ohio (July 1, 1996 - June 30, 1998), as mandated in Section 113 (a)(2A) of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

On March 29, 1995, and June 29, 1995, the OCOVE executive director met with a staff member of the Ohio Department of Education (ODE) to obtain a status report on the plan development process and to identify critical steps involving OCOVE during FY96. Those steps were highlighted on two State Plan Development Timelines (1995 and 1996) that were provided by the ODE staff member and communicated to OCOVE members promptly by the Council's executive director.

On October 20, 1995, OCOVE's State Plan Review Committee and the executive director reviewed the progress of the State Plan development process, to determine if the proposed plan appeared to be relevant to the needs of students and Ohio's economy.

On November 1, 1995, two ODE staff members conducted a briefing session for the Council. They distributed draft copies of the "1995 Assessment of Vocational Education" report and interpreted its contents (findings, conclusions, and recommended actions) to Council members. They also solicited suggestions from Council members regarding the priorities to be assigned to fourteen factors.

On December 14, 1995, two ODE staff members met again with OCOVE's executive director and State Plan Review Committee, and presented two documents to the committee: (1) An Executive Summary of the report titled "1995 Assessment of Vocational Education," and (2) Section II of the "FY95 Ohio Comprehensive Annual Performance Report."

On January 2, 1996, fifteen copies of completed FY 95 Comprehensive Annual Performance Reports were mailed to the Ohio Council on Vocational Education. The OCOVE staff forwarded a copy of this document to each Council member on January 12, 1996.

On January 30, 1996, an ODE staff member sent OCOVE a draft copy of the "State Plan Objectives for FY 98," the final year under the new State Plan and under Perkins II.

On February 9, 1996, updated drafts of the 34 State Plan Objectives were mailed to Council members. OCOVE members were invited to attend the ODE Local Education Area Planning (LEAP) Meetings scheduled throughout the state. Ohio Department of Education staff members also provided updated State Plan materials for OCOVE to distribute to Council members prior to OCOVE's Marion Conference.

On February 21, 1996, the OCOVE executive director and State Plan Review Committee met with two ODE staff members for the third time to discuss updated State Plan materials.

Also on February 21, 1996, the ODE staff conducted a final briefing for Council members on the new State Plan at a Committee of the Whole session in Marion. The State Plan Review Committee also reported its recommendation to the entire Council. Council members then voted to approve the recommendation of the State Plan Committee.

On March 12, 1996, a member of OCOVE's State Plan Review Committee reported to the State Board of Education that OCOVE had approved, by unanimous vote, the State Plan for the Administration of Vocational Education in Ohio, for the period July 1, 1996 - June 30, 1998.

All written comments of the Ohio Council on Vocational Education and the Ohio Department of Education responses were included in the appendices of the State Plan. The Ohio Council on Vocational Education's annual report and recommendations were reviewed in the development of the State Plan for the Administration of Vocational Education in Ohio.

The staff of the Ohio Department of Education commended the Ohio Council on Vocational Education for its valuable input in the development of key portions of the State Plan.

The Council's 1995 Commendations

The first commendation of the Ohio Council on Vocational Education goes to the truly outstanding teachers observed in action by the Council during Fiscal 1995. These teachers bring the real world into the classroom, exciting students, and raising class achievement levels.

The Ohio Council on Vocational Education commends the Governor, the Governor's School-to-Work Office, the State Board of Education, the Division of Vocational and Adult Education, the Ohio Board of Regents, the Bureau of Employment Services, and their respective staffs for undertaking the following specific endeavors during Fiscal 1995:

- The Governor of Ohio, for the compilation and publication of annual progress reports on Ohio's approach toward meeting the eight national goals for education developed cooperatively by President Bush and the nation's governors.
- The School-to-Work Office established by the Governor, for the involvement and collaborative processes it has managed successfully, and the good judgment it has exhibited in preparing for the implementation of the School-to-Work Opportunities Act of 1994 in Ohio.
- The State Board of Education, for assigning highest priority to producing better academic results in Ohio's schools, an objective that vocational educators can address with vigor.
- The Division of Vocational and Adult Education, for beginning to prepare for the next "State Plan for the Administration of Vocational Education in Ohio" despite many uncertainties at the national level.
- The Division of Vocational and Adult Education and Staff Personnel of the Board of Regents, for the steady build-up of Tech Prep programs in Ohio, always with quality as an objective and with consistently realistic involvement processes as a way of doing business.
- The Staff of the Bureau of Employment Services, for unstinting cooperation with the researcher engaged by the Council to generate data for OCOVE's mandated biennial report, as well as with the Council's staff and the Council itself.

The Council's 1996 Commendations

The Ohio Council on Vocational Education commends the following state officials and state agencies for their persistent efforts in behalf of forward-looking, high-quality vocational/technical education for Ohio citizens:

- The Governor, Lieutenant Governor, the Ohio General Assembly, and State Superintendent of Public Instruction for their efforts to assure that Ohio's School-to-Work initiative — featuring regional alliances of employers, organized labor, educators, representatives of government, and community leaders — is given ample opportunity for success.
- The State Board of Education for adopting a new "State Plan for the Administration of Vocational Education in Ohio" for 1996-98 that emphasizes performance standards for students commensurate with the escalating needs of employers.
- The respective staffs of the Ohio Board of Regents and the Ohio Department of Education for developing "State Plan" provisions that will result in an appropriate division of funding and address more systematically the academic and vocational needs of Ohioans.
- The Division of Vocational and Adult Education, Ohio Department of Education, for designing and conducting "Ohio's Future at Work: Beyond 2000" — a comprehensive process featuring broad opportunities for the involvement of business, industry, organized labor, educators, representatives of government, and community leaders — for the purpose of "developing an action plan to guide vocational and adult education into the next century."
- The Ohio Bureau of Employment Services and the Lieutenant Governor's staff for providing leadership and logistical support for the Governor's Human Resources Investment Council, and for GHRIC's aggressive development of a "One-Stop Career Center System" throughout the state of Ohio.

The Council's 1995 Recommendations

Within the context of contemporary developments in vocational/technical education, the Ohio Council on Vocational Education prepared the following 1995 recommendations for the consideration of the State Board of Education:

Recommendation

As part of the preparation for implementation of new programs under the School-to-Work Opportunities Act of 1994, plan and promote a campaign undergirded by financial and promotional incentives to "educate the educators" about the world of work and school-to-work connections — with CEUs (Continuing Education Units) being awarded participants. As part of this campaign, encourage teacher externships, allowing teachers to spend time at the worksite developing internships for pupils.

Rationale

The Ohio Council on Vocational Education first developed an interest in school-to-work transition three years ago and commissioned a research project on this topic. Upon enactment of the School-to-Work Opportunities Act of 1994, the Council authorized a second research study on this topic.

The report on the second research effort — which was published during Fiscal 1995 — contains a list of 34 recommendations relating to curriculum and instruction, teachers, pupils, parents, employees, schools, and support systems. Two of the 34 recommendations have been captured above. These recommendations were selected in the belief that nothing will contribute more to the smooth and effective implementation of new school-to-work programs in Ohio than teachers who have an abundance of first-hand knowledge about the workplace.

Although it appears likely that programs under the School-to-Work Opportunities Act of 1994 will be implemented more slowly than originally anticipated, due to reduced funding, the involvement of knowledgeable teachers in the implementation process is as important as ever.

The Council believes that awarding CEUs is appropriate for the participants and would serve as an incentive to enhance enrollment in the program.

Recommendation

Capitalize on the most exemplary relationships vocational education has developed with representatives of the private sector in recent years and intensify efforts to involve the private sector more fully in planning future improvements in vocational opportunities for Ohio's youth and adult populations.

Rationale

Ohio's vocational educators have a long history of forming partnerships — and collaborating — with representatives of business, industry, and labor in the interest of providing workforce-preparation programs having a high degree of utility and relevance.

Throughout Fiscal 1995 — at OCOVE's conferences and Public Meeting — the Council was urged to give high recognition to the role the private sector can play in future planning efforts and in the implementation of School-to-Work and Tech Prep programs.

Implicit in all of the testimony Council members heard along these lines was the belief that representatives of the private sector should be involved at the state level and the community level as well as in the classroom and workplace.

These programs should help enhance the competitiveness of the future workforce of Ohio and the Nation. Furthermore, such programs should help Ohio capitalize on new resources made possible by the School-to-Work Opportunities Act of 1994.

Recommendation

While implementation of the eleven imperatives that constitute the heart of Ohio's "Action Plan for the Modernization of Vocational Education" should continue unabated over the next five years, the Council recommends that Ohio's vocational education community — under the leadership of the State Board of Education — take advantage of the rare set of circumstances that has created an opportunity to develop a new vision for "Vocational Education in the 21st Century."

Rationale

Before the curtain falls on Calendar Year 1995, the State Board of Education will have appointed new individuals to the three staff positions with the greatest potential for influencing the future course of vocational education in Ohio. Reference is made to the State Superintendent of Public Instruction, Assistant Superintendent of Public Instruction, and Director of the Division of Vocational and Adult Education.

Concurrently, the United States Congress and national administration have been actively engaged in drafting new legislation to replace the Carl D. Perkins Vocational and Applied Technology Education Act, which is due to expire on June 30, 1996. A consistent theme at both ends of Pennsylvania Avenue has been consolidation, through which various workforce-preparation measures, including the Perkins Act, would be merged.

On the state scene, Calendar 1995 found the state administration and the Ohio General Assembly wrestling with the fall-out from the Perry County "adequacy and equity" funding decision. Embedded in this activity was the prospect of substantial changes in the provisions Ohio makes for funding elementary and secondary education, with potential implications for vocational education.

These are but some of the circumstances that conspire to create the opportunity for Ohio's vocational community to begin to chart a map to take up where the "Action Plan for the Modernization of Vocational Education in Ohio" leaves off.

The success of the current "Action Plan" substantiates the need for a new one — to be placed under implementation in the early days of the 21st Century as a primary means of keeping Ohio out front in workforce-preparation programs.

Recommendation

Combat the negative stereotyping of vocational education and its students by developing an aggressive statewide marketing campaign. A significant part of the marketing campaign should be directed to parents, teachers, and counselors.

Rationale

At each of OCOVE's five conferences during Fiscal 1995 and its Public Meeting, the Council was advised of the challenges faced by vocational educators in attempting to enroll in vocational programs pupils who stand to benefit the most from such programs. The Council was told by several observers that this was especially true in large urban centers and among minority youth.

The plea for "aggressive marketing efforts" was voiced most strongly by representatives of the private sector, whose profitability depends, in part, upon the availability of vocational completers for employment.

The Council noted with interest a suggestion that vocational education be portrayed as "income-based education" during an era when "outcome-based education" arouses criticism from some quarters.

Recommendation

Explore the feasibility of encouraging the enactment of enabling legislation that would provide incentives for local, exempted village, and city school districts to utilize Joint Vocational School facilities for academic programs requiring more or better space, including low-enrollment academic programs.

Rationale

Testifying at OCOVE's Public Meeting, a retired teacher from North Jackson, Ohio, suggested that the needs of gifted pupils in Ohio's 88 counties could be better met if programs customized for such pupils were housed at Joint Vocational Schools. She said, "Instead of having seven or eight poorly equipped science labs throughout the county, it would now be possible to provide one sophisticated lab at the vocational school . . . ."

In their on-site tours of vocational facilities throughout the state, Council members have often expressed a desire to see such facilities utilized more fully — not as an end in itself but as a means of improving educational opportunities for Ohio's youth. The suggestion of the retired teacher from North Jackson not only is directed toward that end, but also should serve to reduce duplication of facilities, programs, personnel, and supportive services.

The Council would like to see all low-enrollment academic programs considered for inclusion in the enabling legislation recommended above, in addition to programs for the gifted.

Recommendation

As additional revenue becomes available for elementary and secondary education — whether through an increase in state income or through the General Assembly's reallocation of funds — assign high priority to advocating measures that would strengthen the financial base of vocational education in general, and that of career education and adult vocational education in particular in relation to the actual costs compared with other segments of education.

Rationale

A state court decision — now under appeal — calls for a change in the Ohio system of school funding in the interest of "equity and adequacy."

Testimony offered at the Council's Public Meeting indicated that a substantial increase in funding for each vocational unit would be required for vocational education to achieve parity with the increases that have taken place in basic-aid funding during the past decade. Given the importance of workforce-preparation programs in this era of global

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competition, the Council supports the concept of achieving funding parity between basic aid and vocational units.

Career education is defined by the Council to mean those programs that help orient pupils to the world of work and encourage them to explore the opportunities available to them in that world. An important function of career education is to help children and youth see connections between classroom learnings and the workplace.

During OCOVE's Public Meeting, the Council heard testimony to the effect that a substantial number of requests for unit funding of adult job-training programs — locally researched to verify that such programs were necessary to prepare adults for employment — went unfunded. Of particular interest to the Council are full-time adult training programs.

While this recommendation speaks to the possibility of additional state revenue becoming available for elementary and secondary education, the Council is aware of another possibility; namely, that new federal legislation is likely to drop the "maintenance-of-effort" requirement of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Relieved of such a requirement, the Ohio General Assembly would be ill-advised to proceed to reduce state appropriations for vocational education, in the judgment of the Council.

Recommendation

Prompted by an appreciation for the historic contribution made by representatives of business, industry, and labor to the improvement of vocational education, the Ohio Council on Vocational Education urges the State of Ohio to establish and maintain a private-sector-driven entity of Business, Industry, and Labor to exercise oversight of vocational education if "consolidation" legislation at the federal level relieves states of an obligation to maintain such entities.

Rationale

At the time the Council had this recommendation under consideration, both the U.S. House and Senate were preparing to act on a Workforce Development Block Grant program to become effective at the beginning of Fiscal Year 1997. This block grant would consolidate dozens of existing programs and repeal several others. Some of the categorical programs being combined by the block grant had required the establishment of oversight councils, comprised primarily of private citizen involvement (business, industry, and labor), to provide advice on efforts to effectively administer and implement these laws. For example, the Job Training Partnership Act required the assistance of either a State Job Training Coordinating Council or a Human Resources Investment Council. The Carl D. Perkins Vocational and Applied Technology Education Act required each participating state to have either a State Council on Vocational Education or a Human Resources Investment Council.

Since it appears that the federal mandate requiring state councils will be repealed, the State Board of Education is advised to support the continuation of existing advisory councils — or the establishment of new councils — for the purpose of conducting critically important oversight functions.

Recommendation

Faced with the possibility of implementing "consolidation" legislation enacted at the federal level, individuals and governmental agencies responsible for vocational education in Ohio are encouraged by the Ohio Council on Vocational Education to continue their strong support for vocational education while maintaining the integrity of workforce-development programs for out-of-school youth, displaced workers, etc.

Rationale

Historically, secondary-school vocational education programs have been viewed as "first-chance programs" in contrast to job-training programs provided for out-of-school youth and adults in need of training for job-entry, job-retention, or job-advancement.

The critical role played by — and the importance of — both types of programs are obvious to Council members.

The Council's 1996 Recommendations

The Ohio Council on Vocational Education has developed the following set of 1996 recommendations for the consideration of the State Board of Education. These recommendations are based on presentations heard by the Council, observations made by the Council while touring vocational/technical facilities, and testimony offered at the Council's annual Public Meeting on April 30, 1996.

Recommendation

Assign high priority to acquiring and allocating the resources needed for effective implementation of the strategies designed to meet the eight imperatives incorporated in "Ohio's Future at Work: Beyond 2000."

Rationale

In Amended Senate Bill 140, the 118th Ohio General Assembly required the State Board of Education to prepare a plan of action for accelerating the modernization of vocational education. This plan, known as "Ohio's Future at Work," has been in existence for five years and has guided efforts to strengthen vocational programs and services throughout Ohio.

The Ohio Council on Vocational Education has closely followed initiatives undertaken in pursuit of the goals and objectives set forth in "Ohio's Future at Work." By June, 1995, Council members concluded that the time had come to review and update this document in the light of emerging developments affecting workforce preparation systems. (Please turn to page 22 for the specific recommendation adopted by the Council on June 14, 1995.)

A process for the purpose of updating "Ohio's Future at Work" was begun by the Ohio Department of Education in September, 1995. This process has involved collecting and compiling information, making extensive provision for internal and external input, drafting and revising a new action plan titled "Ohio's Future at Work: Beyond 2000," and putting the draft in final shape.

The Ohio Council on Vocational Education was pleased to submit a position paper for consideration in the planning process. Also, one Council member served on the Internal Task Force that guided the staff planning effort, while another member of the Council and its executive director participated in the two forums that constituted key elements in the planning process.

At the Council's annual Public Meeting on April 30, 1996, a member of the staff of the Ohio Department of Education presented a status report on "Beyond 2000." Council members were told that the first forum provided an opportunity for 55 key leaders from throughout Ohio to address the expectations of Ohio citizens for vocational and adult education.

At the second forum, participants were asked to critique materials that listed the expectations of Ohio citizens, eight imperatives to be addressed in an updated plan for vocational education, and strategies designed to meet those imperatives.

Completion of the "Beyond 2000" planning process will signal the beginning of implementation. The Ohio Council believes that all aspects of the implementation process deserve the unequivocal support of the State Board of Education if Ohio is to maintain a competitive workforce on the national and international scenes.

Recommendation

Assign responsibility to the Internal Task Force of the Ohio Department of Education for the seven marketing recommendations set forth in the Special Section of this Annual Report titled "Marketing for Success."

Rationale

During Fiscal 1996 — for the fourth time in the past ten years — the Ohio Council on Vocational Education made the marketing of vocational education a subject for special attention.

The Council has determined that the complete report on its 1995-96 marketing project is of such importance that it should be incorporated as a special section in this year's Annual Report. (Please see pages 10-13, inclusive.)

Because the Council will be closing its office on June 30, 1996, Council members wish to see its seven marketing recommendations taken up by the appropriate unit of the Ohio Department of Education. The Council believes that unit to be the Department's Internal Task Force, which is responsible for guiding the development and implementation of the new strategic plan entitled "Ohio's Future at Work: Beyond 2000."

Recommendation

Develop in concert with the Ohio Department of Rehabilitation and Correction a strategy to secure sufficient additional resources to accommodate 40 percent of Ohio's incarcerated population daily in job-training programs, with priority attention for those youth currently being assigned to adult institutions.

Rationale

During its late-winter conference at Marion, Ohio , on February 22, 1996, the Council heard an informative presentation by the Director of Vocational Education at Ohio's Correctional Training Academy. His presentation followed a Council tour of vocational programs at the Marion Correctional Institution.

In providing an "Overview of Vocational Programs for Ohio's Incarcerated Population," the Director pointed out that 22 percent of the incarcerated are enrolled in an educational program on any given day, and that 50 percent will receive educational services prior to release.

It is the 22 percent figure that the Council wishes to see increased to 40 percent. Such an increase surely would result in an increase in the 50 percent figure, an increase also desired by the Council.

Ohio's current percentages attain added perspective when compared with nationwide figures cited in "Captive Students: Education and Training in America's Prisons," a report published during the spring of 1996 by the Educational Testing Service, Princeton, NJ. According to the April 11, 1996, issue of Vocational Training News, ETS found that "only 30 percent of inmates nationwide had attended education classes in prison, 13 percent had attended vocational classes, and 20 percent had participated in both, . . ."

Does education for the incarcerated pay off? Yes, according to the ETS report, which cited a review of 72 evaluations of prison programs conducted in 1993 by Gerber and Fritsch. Their findings:

- "For basic and secondary education, 9 of 14 studies showed a positive effect on post-release employment success."
- "For vocational education, 10 of 13 studies showed a positive effect on recidivism, and 5 of 7 studies showed a positive effect on post-release employment success."

The Ohio Council believes the ETS data undergird the recommendation made herein.

Recommendation

In concert with the Ohio Board of Regents, develop a rationale to support a request for additional funding for flexible scheduling of workforce-development programs at both the secondary and postsecondary levels.

Rationale

The workforce-development needs of the learner, the employer, and the community cannot always be met within the confines of conventional program scheduling in the secondary school as well as the postsecondary level.

At the secondary level, program-delivery is enhanced through the vocational education extended program. Testimony presented at the Council's Annual Meeting on April 30, 1996, stressed the need for increased funding for the extended program.

Other testimony presented at the Annual Meeting cited the need for the funding of flexible scheduling at the postsecondary level — not only to meet the needs of learners and employers, but also to enhance the competitiveness of postsecondary institutions in the face of North Central-certified schools that deliver the majority of their courses via computer. When students can secure training on their desktop computers, that's competition dropping down from the sky!

Recommendation

Continue to use the successful models developed by the Ohio Department of Education for the involvement of employers, organized labor, educators, representatives of government, and community leaders in future Department initiatives, and encourage schools and school districts to adapt such models for use at the local level.

Rationale

The Department of Education has had extensive experience with involvement activities in recent years. For example, the Department, in collaboration with the Ohio Board of Regents, has achieved noteworthy success with involvement techniques in organizing and operating Tech Prep consortia. During the past year, the Department has made excellent use of a variety of involvement techniques in conducting the "Ohio's Future at Work: Beyond 2000" project. New on the scene are the regional alliances being formed to spearhead School-to-Work activities throughout the state.

The interest of private-sector representatives in continuing to have involvement in workforce development activities was made clear in a letter from the Director of the Columbus Joint Apprenticeship Training Committee for the electrical industry, which was read into the record of the Council's Annual Meeting on April 30, 1996. Similar expressions were heard repeatedly at the two forums conducted in conjunction with the "Ohio's Future at Work: Beyond 2000" project.

The Council believes it is advisable for the leadership of the Department of Education to continue to make judicious use of such involvement techniques in the future and encourage local schools and school districts to do likewise.

In particular, the Council believes that representatives of business, industry, and organized labor should be welcomed as active consultants in curriculum activities and — in view of the importance of early career counseling — should be included in efforts to promote vocational education in a positive manner beginning in the elementary grades.

APPENDIX

Ohio Department of Education Responses to the Council's 1994 Recommendations

The State Board of Education, through the Division of Vocational and Adult Education, has responded to the recommendations adopted by the Ohio Council on Vocational Education on June 15, 1994, as follows:

Recommendation

As additional revenues become available to the State of Ohio in the future, assign high priority to an increase in vocational education funding for adult training and retraining programs throughout the state.

Division Response

The Division of Vocational and Adult Education acknowledges the high priority needed to be given to the funding of adult vocational education. The Division has recommended to the State Board of Education legislative committee that the FY97 budget level be $21,138,081 and a FY98 level of $27,288,000. This is an 18% and 29% increase for the respective years.

The demand and need for adult vocational education has expanded tremendously over the last 8 years without a corresponding increase in state reimbursement. The resulting effect has been a dramatic underfunding of programs. Proposed increases in funding levels would result in (1) a higher unit reimbursement for full time postsecondary adult programs; (2) additional full time postsecondary units; and (3) an increase in hourly funding for part time postsecondary adult programs.

Additionally, the Division is providing the Postsecondary Adult Vocational Education (PAVE) section of the Ohio Vocational Association (OVA) and the Ohio Association of Joint Vocational School Superintendents (OAJVSS) with pertinent information regarding funding of adult vocational education programs. This information can be used to better inform the legislature and business and industrial community of the need for increased resources.

Recommendation

Continue to facilitate — through the enactment of policy, the acquisition and allocation of resources, and the assessment of results — all aspects of "Ohio's Future at Work," the five-year-old blueprint for accelerating the modernization of vocational education in Ohio.

Division Response

"Ohio's Future at Work" provided the impetus for such initiatives as increased integration of academic and vocational education, learner credentialing, relevant assessment procedures and curricula based on industry-verified competencies. While great strides have been made in accelerating the modernization of vocational and adult education, the momentum must be maintained. Societal and economic changes, as well as a changing workplace, require that vocational and adult education continuously assess, update and improve their programs and services.

Through "Ohio's Future at Work: Beyond 2000," the Division of Vocational and Adult Education is developing a new long-range strategic plan that builds upon the solid foundation established in the initial Ohio's Future at Work. Over 500 Ohio citizens have provided input into this new strategic plan through focus groups and position papers. Forum 2000, a group of 55 business, industry, labor, government agency, education, and parent leaders from across Ohio convened in February and May, 1996, and served as key leaders in establishing the direction and contents of "Ohio's Future at Work: Beyond 2000."

Recommendation

Capitalize on the experience gained in six School-to-Work Demonstration Projects during Fiscal 1994 and expand collaborative efforts involving business, industry, labor, and education in the future so that additional students may gain real-life experiences while pursuing academic and skill-development programs.

Division Response

The demonstration projects led to additional state funding of local partnership demonstration grants in the areas of school-to-apprenticeship, interdisciplinary applied academics, career development, and career clusters as well as continuation of the demonstration projects. The deliverables from the demonstration projects have yielded recommended documents and procedures related to worksite evaluations, entry requirements, assessment, mentor training, and summer employment experience.

A series of workshops have been held to extend the lessons learned from demonstration projects.

The information learned from the demonstrations include: (1) employers are willing to be flexible (hiring, training, and evaluating of students) and (2) school schedules can be modified (2 week on /2 week off, 2 day on/2 day off).

Recommendation

Search for additional sources of funding that could be used to expand and intensify educational, job placement, and follow-up programs for Ohio's incarcerated population. Concurrently, the Ohio Department of Education is urged to intensify efforts to improve all facets of K-12 education as the surest means of equipping youth with the knowledge, skills, and attitudes that result in productive, socially acceptable behavior within the family, on the job, and in the community.

Division Response

Unfortunately, Ohio's incarcerated population continues to increase, compounding the need for viable educational opportunities during incarceration, followed by support services that enhance the probability of successful re-integration into the community upon release. Recent studies support the assumption that inmates who participate in basic education and vocational job training programs have lower recidivism rates than non-participants. Quality educational programming for inmates is a positive investment in people. 98% of adult prisoners and all juvenile offenders will eventually return to the community.

The Ohio Departments of Youth Services (ODYS) and Rehabilitation & Correction (ODR&C) recognize that an overwhelming majority of their respective populations are significantly deficient in most basic academic competencies and have no marketable job skills. Given the fact that nearly all inmates will re-enter society, it is imperative that ample opportunities for self improvement through quality education coupled with parole and aftercare follow-up services be available throughout both systems.

The Ohio Department of Education's Division of Vocational and Adult Education is actively working with ODYS and ODR&C to improve and expand existing educational programs, emphasizing basic academics and literacy, vocational training, and employability skills instruction.

Full access to education on all levels is a primary goal of correctional educators in Ohio. In FY96, each agency has increased its education budget to expand program offerings and support services to inmates. ODYS is engaged in an aggressive effort to improve its aftercare services. Staff are in place in each regional office to assist parolees in developing at least 13 additional vocational program offerings in its institutions. Progress is being made, but much can be done to improve current offerings and correctional education in general.

Additional sources of funding should be explored to replace funding lost to federal budget cuts in JTPA and other traditional sources of support for incarcerated persons and parolees. Improving the potential for success for the incarcerated through basic education and job training is a positive investment.

Recommendation

Explore the feasibility of establishing a clearinghouse for information about the successful employment of individuals with special needs.

Division Response

Educators from around the state in the areas of vocational and special education have been meeting on a regular basis (attempting monthly meetings) to discuss and provide solutions/strategies for more advanced collaboration between the areas of vocational education and special education for Ohio's students with special concerns. This group includes representatives from the State Department's Divisions of Vocational and Adult Education, Special Education, VOSE (Vocational Special Education) coordinators, vocational evaluators, work-study coordinators, special education supervisors and directors, Project LIFE, OAVESNP (OVA) Executive Board, CEC, OASWSC Executive Board, BOSE Association and vocational and special instructors.

A major outcome of this group was determining critical areas of collaboration in providing a compilation of a resource for all Ohio educators and administrators providing "best practices"; i.e., what works in the school districts around the state for students with special needs. The goal is that school districts with specific issues will be able to contact, consult with, and visit/tour those programs that are indeed working successfully in those critical areas. (Currently, this group is in the process of gathering the "best practices" resource guide.)

A future goal of this 'advisory' group is to provide a clearinghouse of success stories; i.e., case studies exemplifying students and adults with special needs encompassing all vocational and special settings, including employment and community environments.

Recommendation

Explore the following initiatives in order to give Career Passports the best opportunity to have an impact on the recruitment and placement of students who complete vocational education programs: (1) in-service training for personnel who will be completing Career Passports and (2) collaborative communication projects with statewide trade associations that draw membership from employers and community service clubs.

Division Response

The Division of Vocational and Adult Education continues to achieve in the area of learner credentials for vocational completers. In FY95, 20,229 Vocational Career Passports were received by vocational completers. This figure represents approximately 74 percent of the total vocational completer population. The Career Passport for vocational completers was a required initiative (as defined in "Ohio's Future at Work") in FY96.

A VEPD leadership network of Career Passport Ambassadors was initiated to generate consistent marketing messages, in-service seminars for teachers, and for sharing of successful practices across the state. The Career Passport Ambassadors each prepared a plan of action to implement in their VEPD. As part of the plan, business and industry, service organizations and other local stakeholders were partners in the comprehensive communication plan to assure benefits for both employees and employers.

The Division of Vocational and Adult Education personnel provided communication (newsletters, brochures, presentations) directed towards business and industry associations, service organizations and labor unions to clarify the purposes of the Career Passport. Exhibits were also part of the communication means of reaching these populations.

In the future, the state marketing plan for the Vocational Career Passport needs to be continued, and the involvement of trade organizations to reach their constituents is an important component. Now is the time to accomplish this, in conjunction with the marketing of "Ohio's Future at Work: Beyond 2000."

Further professional development is needed to provide educators with techniques to assist students in developing their own Career Passports, and with methods to measure student competency attainment through multiple assessment modes. A state staff team has been established to implement these initiatives.

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